INFORMATION

Board Agenda Item 6.1
June 21, 2022

WINTER 2022
MONITORING REPORT

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Executive Summary

On May 21st, Oakland Community College held its 56th annual commencement ceremony. After two years of virtual events and car parades during the pandemic, in 2022 the College was able to return to an in-person ceremony and celebration, to honor nearly 1,600 graduates.

In Winter 2022:
- The College returned to pre-pandemic levels for conversion at 30.2%. Average enrolled credits are also close to pre-pandemic rates but with a slight increase at 8.06.
- Overall headcount enrollment saw a 3.1% decline, continuing to echo national trends in public two-year enrollment.
- Course success held steady from the prior year, with a slight decrease to 68.9%. Fall to Winter retention, however, increased and exceeded its target at 73.7%.
- Numerous supports are in place to promote continued enrollment and academic success for students. During the pandemic, these supports have been bolstered by additional funding for students and the innovative delivery of online services and resources. That said, the economic, employment, public health, and mental health impacts of the pandemic continue to impact student lives.
- A blend of in-person, hybrid, and online instruction helps to meet varied student learning preferences, schedules, and competing demands of work and life. OCC serves a diverse student population and by providing options of different course modalities, students can choose which course sections best fit into their complex lives and learning needs.
- In Winter 2022, OCC began offering Fall registration earlier than ever before, to help students plan ahead and enroll for courses in both Summer and Fall semesters.

Students overcome obstacles every day in pursuit of their higher education and future goals. It takes tremendous work, dedication, and perseverance to achieve a college credential and that achievement is even more momentous due to the challenges of COVID-19. In May, 1,600 students felt a well-deserved sense of pride and accomplishment, as evident in their own words.

"Some people are scared of change. I think you should embrace it and go with the flow of things. Especially with COVID, a lot had to be changed and we didn't really have a choice. This situation made me learn how to manage stressful situations and how to work with others. OCC molds you into the person you are going to be." - Amelia Koveleski

"Even though there is a lot going on in the world, I was able to advance my career and still help serve the OCC community. College gave me something to focus on during the pandemic and a sense of direction. In the past, there were times I would get frustrated with a class I was not interested in…I would want to drop and give up. At OCC, I learned to keep pushing through." - Riley Tyler

"Graduation is a big milestone. I feel it's just the start of it all and sets you up for the next level of getting a bachelor's degree. Graduating is a big step to being the person I want to be and achieving my goals and dreams." - Mama 'Tamba' Jammeh

Mission, Values, Vision & Strategic Plan

Strategic Direction 1: Cultivate Operational Excellence and Sustainability
- **1.1** [Become a student-ready college, promoting agency, access, and success for all students](#)
- **1.2** [Promote educational excellence, innovation, and support](#)
- **1.3** [Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats](#)

Strategic Direction 2: Build a People First Organization
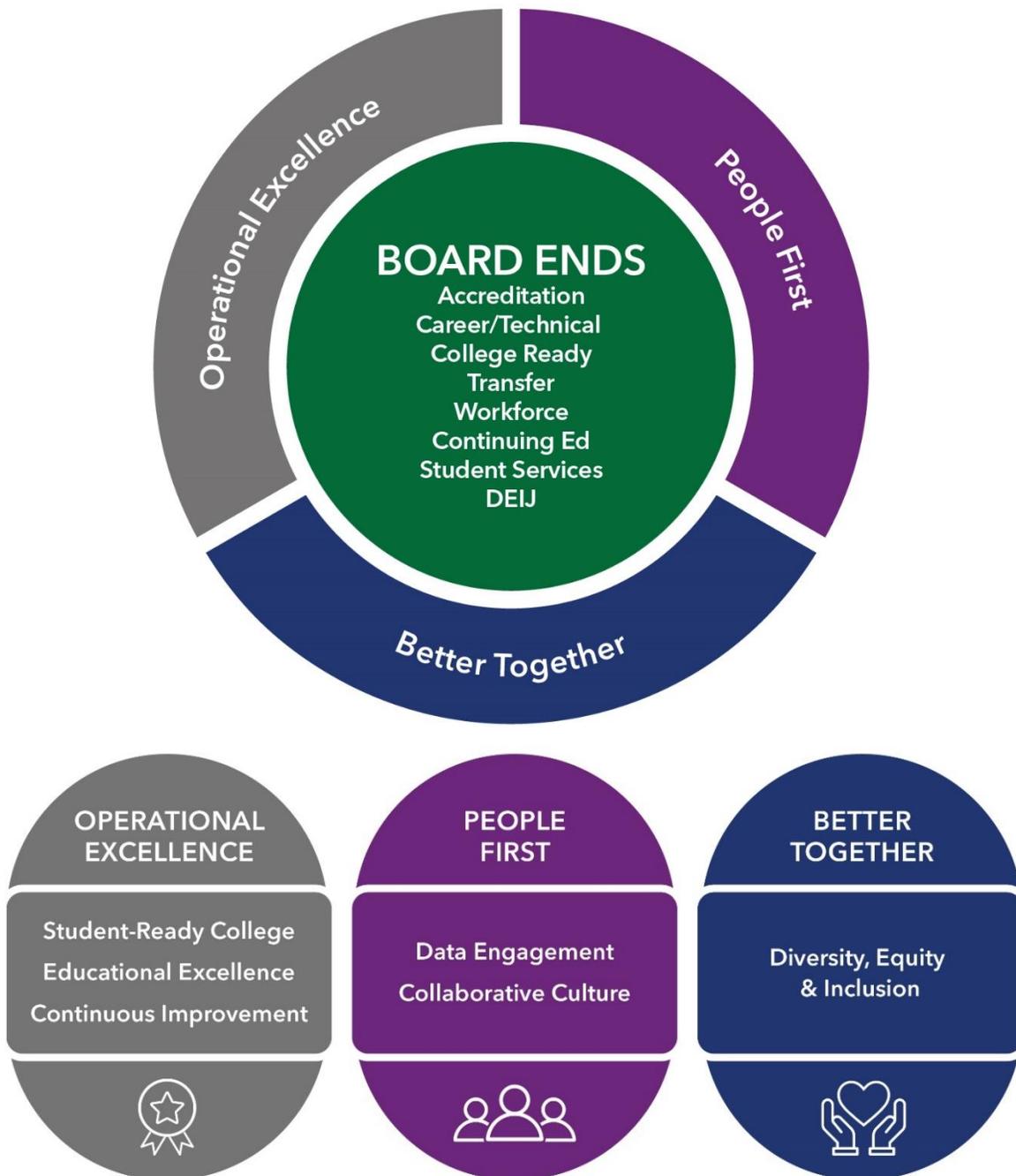- **2.1** [Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees](#)
- **2.2** [Promote a culture of communication, collaboration, respect, and civility](#)

Strategic Direction 3: Advance Diversity, Equity, and Inclusion Policy and Practice
- **3.1** [Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community](#)

Board Ends and Strategic Objectives

According to Board of Trustee Policy 4.1, Oakland Community College's purpose is to provide affordable higher education services to the people of Oakland County and the regional community, which advance individual economic mobility, personal growth, and the local economy, at a cost commensurate with the value of services provided. The eight Board Ends and the Strategic Plan create an educational environment that fosters student learning and supports student success. The College offers ongoing opportunities to benefit individuals, the community, and employers based on their evolving needs. The Ends and Objectives support the College's mission to empower students to succeed and advance the community.

BOARD ENDS
Accreditation
Career/Technical
College Ready
Transfer
Workforce
Continuing Ed
Student Services
DEIJ

Operational Excellence · People First · Better Together

OPERATIONAL EXCELLENCE
Student-Ready College
Educational Excellence
Continuous Improvement

PEOPLE FIRST
Data Engagement
Collaborative Culture

BETTER TOGETHER
Diversity, Equity & Inclusion

Key Performance Indicator (KPI) Tracking

In service of OCC's Board Ends and strategic objectives, and as core measures of continuous improvement, the College tracks and evaluates several Key Performance Indicators (KPIs) throughout the year.

- Targets for each indicator were determined based on the range of normal fluctuation, a forecast aligned with recent performance, the current context inside and outside OCC, and the College's actions for improvement.
- Enrollment projections specifically use statistical ARIMA methods that incorporate past enrollment, the number of high school graduates, the unemployment rate, and student applicant activity to predict future enrollment. However, projections are particularly challenging with current external factors such as public health and economic impacts during the pandemic that are difficult to incorporate into the statistical model.

Fall Semester KPIs	2018	2019	2020	2021	2020-21 % Change	2021 Target	Target to Actual
Conversion rate	32.4%	33.0%	35.7%	32.5%	-9.0%	33.0%	-0.5
Headcount enrollment	15,942	15,668	14,727	14,174	-3.8%	14,878	-704
Average enrolled credits	8.17	8.18	8.51	8.19	-3.8%	8.44	-0.25
Course success (C or higher)	72.4%	72.5%	69.4%	69.5%	+0.1%	70.0%	-0.5
Fall to Fall persistence	54.1%	56.4%	52.3%	52.6%	+0.6%	53.0%	-0.4

Winter Semester KPIs	2019	2020	2021	2022	2021-22 % Change	2022 Target	Target to Actual
Conversion rate	29.6%	33.9%	34.1%	30.2%	-11.4%	33.0%	-2.8
Headcount enrollment	15,212	15,263	14,223	13,776	-3.1%	13,656	+120
Average enrolled credits	8.01	7.98	8.21	8.06	-1.8%	7.86	+0.20
Course success (C or higher)	71.5%	70.9%*	69.5%	68.9%	-0.9%	69.8%	-0.9
Fall to Winter Retention	72.5%	73.0%	71.2%	73.7%	+3.5%	71.5%	+2.2

**Course success in Winter 2020 includes "Credit" grades for students who elected the Credit/No Credit option offered due the impacts of COVID-19.

1.1: Become a student-ready college, promoting agency, access, and success for all students

This mission-critical strategic objective of the College involves meeting students where they are, empowering them through equitable systems and support structures, and providing services to help ensure their successful goal completion. Current strategic actions in this area include:
- Improvement of developmental education outcomes through access, placement, and corequisite models
- Expansion of online programs and courses
- Understanding and supporting the African American/Black Student Experience
- Building equity of student retention

Efforts to promote student success begin from when a student is first recruited and admitted to OCC, then continue throughout their pathway to goal completion.

OCC Chancellor Peter Provenzano, Jr. and Provost Jennifer Berne discussed Michigan Reconnect and the Michigan New Jobs Training (MNJT) program while testifying at two state Legislature committee meetings on March 17 in Lansing.
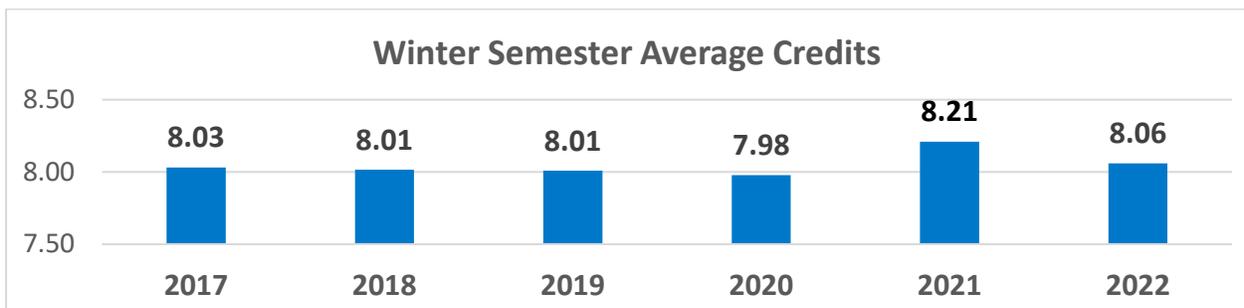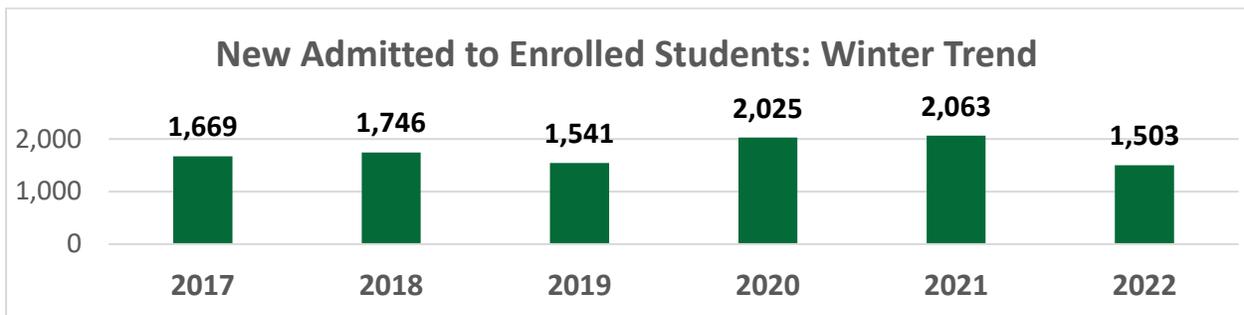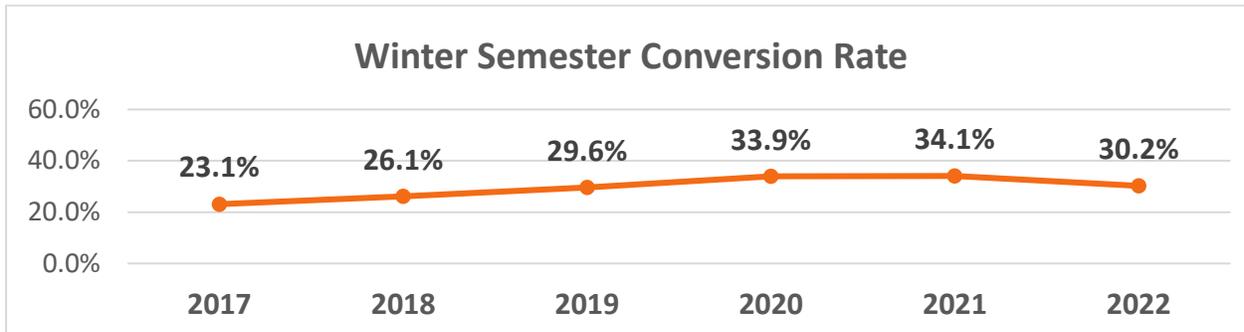- During the House Appropriations Subcommittee on Higher Education and Community Colleges, Provenzano and Berne talked about how Michigan Reconnect supports the development of a highly skilled workforce to individuals who may have thought these careers were not within their reach.
- During the Senate Committee on Economic and Small Business Development, Provenzano and Ana Del Angel of Williams International in Pontiac talked about the importance of the MNJT program, which is designed as an economic development tool and allows community colleges to provide free training for employers creating new jobs and/or expanding operations in Michigan. OCC has been an administrator of the MNJT program for Oakland County businesses since its inception and has received nearly $12 million authorized in MNJT contracts since 2011.

Enrollment Data Trends

Several external and internal factors impact enrollment, including economic changes, public health, demographics, marketing and outreach, competition from other higher education institutions, admissions and onboarding, awareness and timely completion of the financial aid process, course scheduling and delivery, etc. In Winter 2022, OCC began offering Fall registration earlier than ever before, to help students plan ahead and enroll for courses in both Summer and Fall semesters.

Since establishing Winter 2022 KPI targets in the [2020-21 Annual Monitoring Report](#), the statistical ARIMA model used for forecasting headcount and credit enrollment has adjusted the winter enrollment target to 13,656 and the average credit metric to 7.86. By continually integrating the most recent data into the statistical model, the College can increase the accuracy of its forecasting for planning efforts and real-time response.

Winter Semester Conversion Rate

Year	Conversion Rate
2017	23.1%
2018	26.1%
2019	29.6%
2020	33.9%
2021	34.1%
2022	30.2%

New Admitted to Enrolled Students: Winter Trend

Year	Students
2017	1,669
2018	1,746
2019	1,541
2020	2,025
2021	2,063
2022	1,503

Winter Semester Average Credits

Year	Average Credits
2017	8.03
2018	8.01
2019	8.01
2020	7.98
2021	8.21
2022	8.06

Data Source: Institutional Effectiveness, End of Session Data

An analysis of 2021-22 student course enrollment found:
- Increasing demand for online sections
- Greatest gain in average enrolled credits among students taking both on-ground and online courses simultaneously
- A balance of modalities can help meet the needs of various student populations and support their progression toward achieving academic goals
- Need to boost average credits to encourage student momentum, progress, and completion

Student Course Taking Type	Average Credits Fall 2021	Average Credits Winter 2022	# Students Winter 2022
On-ground Only	7.8	7.5	6,174
Online Only	6.7	6.7	3,771
Both On-ground and Online	10.2	10.2	3,848

According to the National Student Clearinghouse (NSC) Research Center community colleges nationwide have now lost over 827,000 students since winter/spring 2020. This drop represents the majority of the change in postsecondary enrollment overall, which declined by 1.3 million students in the same timeframe. While community colleges have been impacted the most, nationwide far fewer students are attending any type of postsecondary institution from 2020 to now. More specifically, highlights of the NSC research show that:

- "For a second straight year, community colleges suffered double-digit declines in full-time students, amounting to nearly 11 percent (168,000 students) this year and 20.9 percent (372,000 students) for the two years since spring (winter) 2020."
- "Since the start of the pandemic, community colleges have lost nearly 20 percent of students in the traditional age group (18-24) and 16.2 percent of adult students (over 24)."
- "While postsecondary enrollment continued to drop across the nation, several states experienced growth because students enrolling in primarily online institutions based in these states have been increasing."

In contrast to many of its peers, OCC has managed to avoid double digit declines. New dynamic tools have now been created to help the College track and respond to student course demand in real-time.

Percent Change in Winter/Spring Enrollment from Previous Year
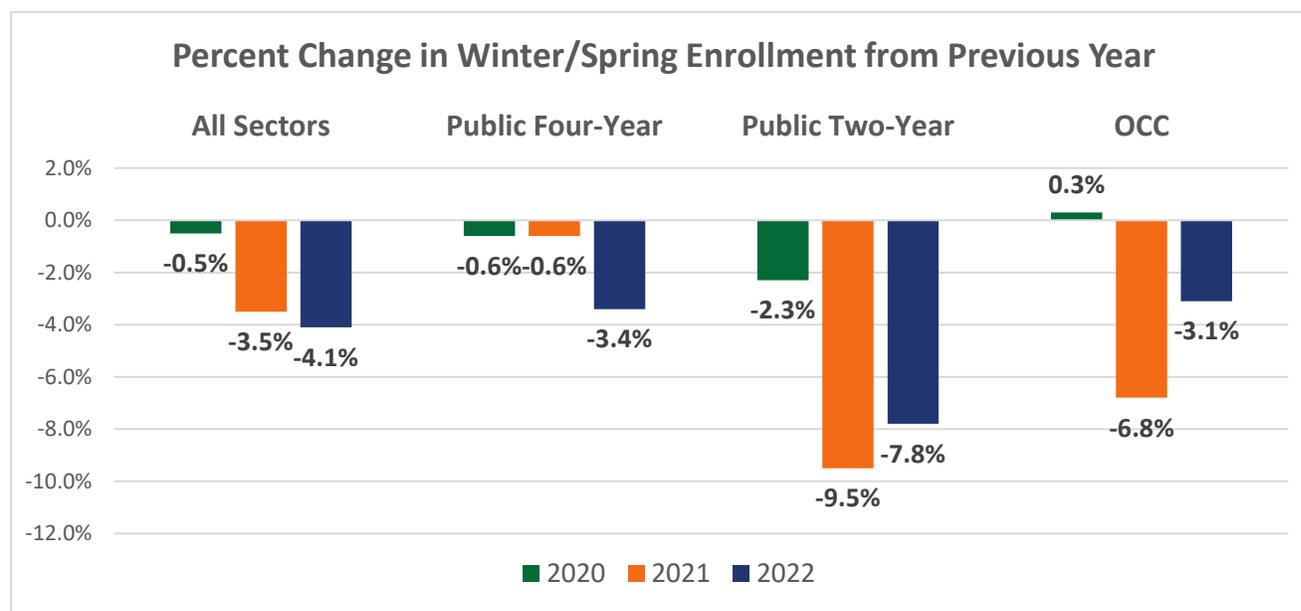
Initial Data – Summer 2022

Category	Summer 2021	Summer 2022	# Change	% Change
Total Headcount	10,089	9,183	**-906**	**-9%**
Total Credits	61,692	54,367	**-7,325**	**-12%**
Average Credits	6.11	5.92	**-0.19**	**-3%**

Comparison as of day 96 of registration (6.10.22)
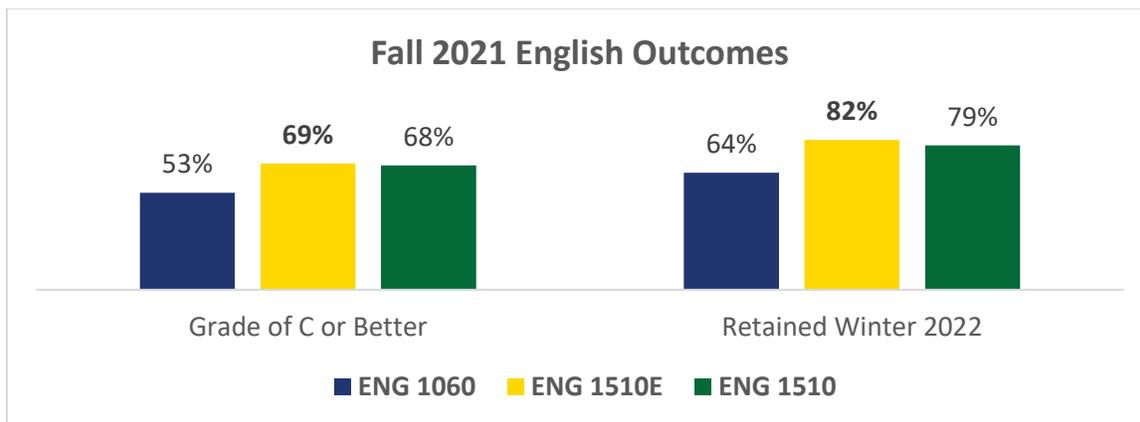Source: Institutional Effectiveness Registration Dashboard

College Readiness

In 2021-22, OCC launched new corequisite course options in English and math, supported by cross-functional teams through strategic planning. The corequisite support options can shorten the time to completion for students who otherwise would have placed into lower-level prerequisite developmental courses. Funding from OCC's Foundation allowed students to enroll in the corequisite courses for no additional cost. Initial analysis shows a positive impact on student outcomes and equity. The evaluations will continue as the population of students who have taken corequisite sections grows. Full 2021-22 results will be reported in the Annual Board Monitoring report in September.

English:
- In English, the Guided Self-Placement (GSP) process has continued to evolve since its creation in Winter 2020. GSP allows students to make informed choices about what English course to take to maximize their success. The process was created in collaboration with faculty to address student placement when in-person exams were no longer possible due to COVID-19. So far, data show that GSP placement is comparable to the average success rate of other placement methods in terms of course completion, while increasing the equity of access to college-level English.

- The new corequisite ENG 1510E course allows more students to enroll directly in college-level Composition I, by providing additional class time and enhanced support for their success. The discipline plans to offered dozens of sections of the new course in 2021-22 and instructors received training on corequisite course delivery and pedagogy.

- Initial student outcomes in corequisite ENG 1510E exceeded ENG 1060 and slightly exceeded traditional ENG 1510

	ENG 1055		ENG 1060		ENG 1510E		ENG 1510	
Course Grade	#	%	#	%	#	%	#	%
C or Better	15	65%	116	53%	190	69%	1,675	68%
D or Better	15	65%	125	57%	214	78%	1,801	73%
Total Students	23	100%	219	100%	274	100%	2,460	100%

Fall 2021 English Outcomes

53% 69% 68%   64% 82% 79%

Grade of C or Better   Retained Winter 2022

■ ENG 1060 ■ ENG 1510E ■ ENG 1510

For reference, overall institutional Fall to Winter retention averages around 71-72%

Math:

- Four new Math corequisite courses in 2021-22 allowed students to begin at higher levels and accelerate developmental education progress with additional support, across both STEM and non-STEM math pathways.
  - STEM corequisite courses (cohort-based):
    MAT 1100E, MAT 1150E, MAT 1540E (+2 credits = 6 credits each
  - Non-STEM corequisite course (comingled):
    MAT 1125E (+1 credit = 5 credits)
  - Corequisite pilot courses place students a level higher than previously & increase access to college-level math within one year
  - Initial results from Fall 2021 and Winter 2022 show improved course outcomes for students in the corequisite sections, particularly for the larger enrollments in MAT 1100E: Elementary Algebra and MAT 1540E: College Algebra. All courses can benefit from additional enrollment and evaluation in 2022-23.

Math Courses Offered at Oakland Community College

1050 PreAlgebra

All prerequisites remain "C" or higher, except for the two cases of "B-" indicated below.

MAT1100E

1070 Business Math

1100 Elementary Algebra

B- or higher

1125E Math Literacy

1125 Math Literacy

MAT1150E

B- or higher

1150 Intermediate Algebra

MAT1540E

1500 Finite Mathematics

1540 College Algebra

1560 Trigonometry

2530 Math for Elementary Teachers I

1580 Statistics

1525 Quantitative Reasoning

Course Success and Fall to Winter Retention

The economic and public health aspects of the pandemic continue to affect student lives in complex ways, including an impact on course success. In Winter 2022, OCC achieved an increase in Fall to Winter retention.

Winter Semester Course Success (C or Better)

2016	2017	2018	2019	2020*	2021	2022
70.0%	71.8%	71.3%	71.5%	70.9%	69.5%	68.9%

Fall to Winter Retention

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
71.3%	71.8%	71.5%	72.5%	73.0%	71.2%	73.7%

Online Program Development

Ongoing faculty training and curriculum development continue to increase OCC Online program options for students. By the start of Winter 2022, OCC has launched fourteen online programs and certificates, helping to increase student access, provide flexibility for students juggling work and family responsibilities, meet diverse student learning preferences, compete with local colleges, and broaden market reach. Over 1,000 students have already declared an OCC Online degree or certificate program of study.

Associate in Arts	Associate in General Studies	Associate in Science	Associate in Technological Sciences
Transfer Studies Certificate	Associate in Business Administration	Business Admin with Accounting ABA	CIS - Business Systems Analysis AAS
Management Development (Business) AAS	Criminal Justice Generalist AAS	Criminal Justice - Homeland Security CA	Fire Fighter Technology AAS
	Library Services & Tech AAS	Library Services & Tech CA	

Online Training and Development:

- By the end of Winter 2022, **365 full-time and adjunct faculty** have completed training for the development and teaching of online/hybrid courses, a **31% increase** since Fall 2021.
- Training opportunities continue to grow, with a six-week summer cohort of up to 50 faculty.

1.2: Promote educational excellence, innovation, and support

The continuous pursuit of educational excellence includes both the quality of academic content and the success of student learning. Numerous departments, faculty groups, and cross-functional committees at the College collaborate to continually advance curriculum, teaching practices, and student learning outcomes. Comprehensive student and academic support services provide students with resources, guidance, and growth throughout their college experience. Current strategic actions in this area include the assessment of student experiences and engagement at OCC, as well as the growth and advancement of OCC's Teaching and Learning Center (TLC).
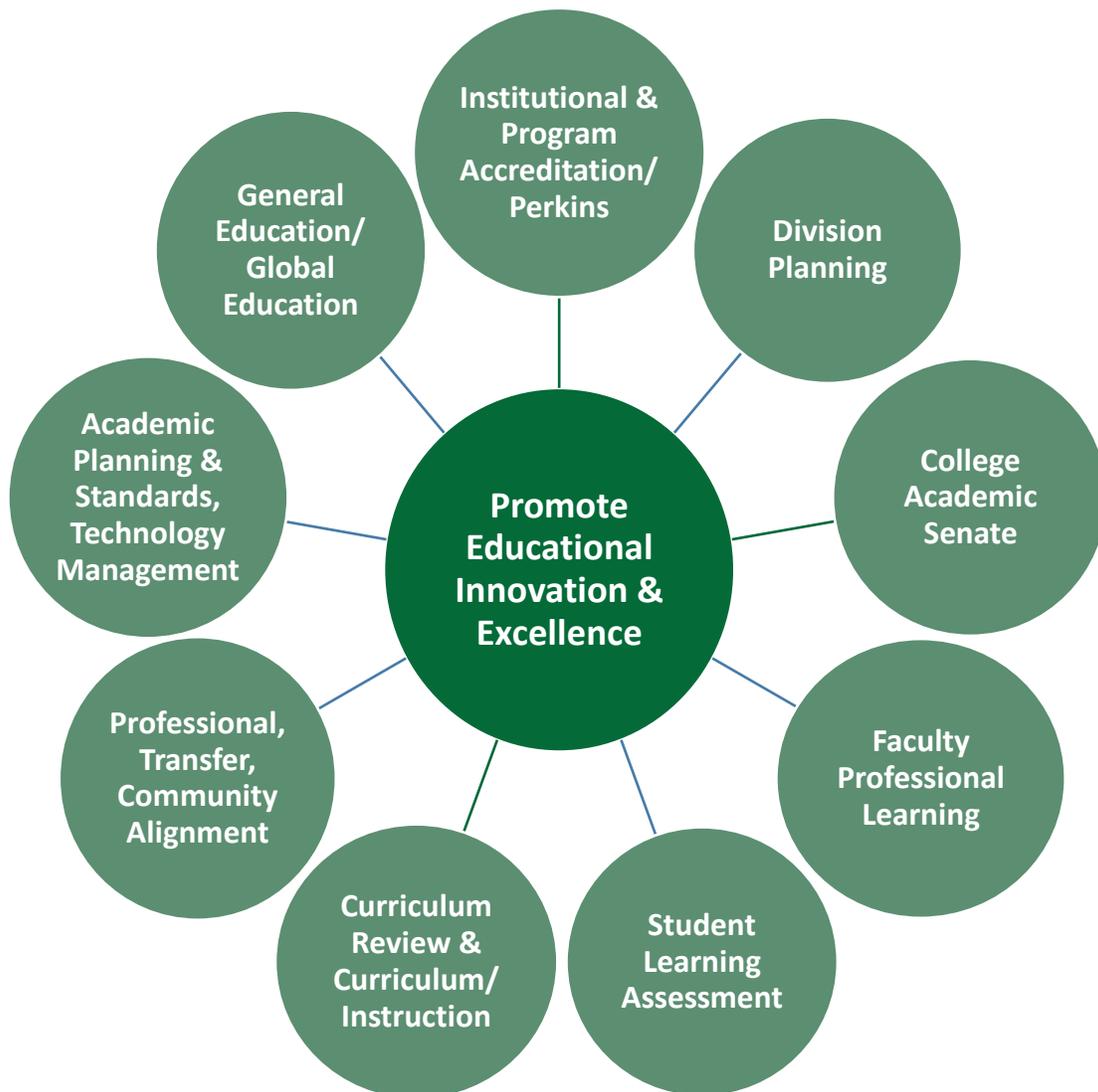
OCC Teaching and Learning Center (TLC)

TLC Mission: Effective professional learning is coordinated through the Teaching and Learning Center, where faculty and staff innovate and improve through the study of best practices in pedagogy, discipline-specific content, and current academic research. The Teaching and Learning Center utilizes internal and external data to inform and promote teaching excellence.

Through OCC's Teaching and Learning Center (TLC), faculty collaborate on projects to advance educational excellence and innovation through communities of practice, professional partnerships, action research, and content research. Examples of recent projects include equity and inclusion in the classroom, using technology to enhance student engagement, helping students connect to resources, scaffolding learning, and teaching with a global perspective. The TLC works to advance teaching excellence and focuses on student success through its Help One More Student Stay initiative.

OCC's Teaching and Learning Center (TLC) and the Office of Institutional Effectiveness (IE) hosted the College's second biannual Data Summit in March. Faculty and staff came together to discuss innovative practices, student success data, transparency, collaboration, and advancing the College's Strategic Plan goals across several concurrent sessions. Data Summits will continue to be offered each semester, to further the collegewide sharing and dialogue. The Data Summit included tracks for each of the following thematic areas:

- *Institutional Data* - Share data and reporting from around the College including but not restricted to persistence, retention, Monitoring Reports, student success, student equity, DEI, and others.
- *Professional Inquiry Projects* - Faculty share the findings and results from recent individual inquiries and innovations.
- *Educational Research* - Faculty and staff present their own original research, dissertations, publications, theses, etc.
- *Institutional Partnership and Collaboration* - Interdisciplinary teams share innovative practices highlighting collaboration and sharing across departments and functional units.
- *Innovative Practice* - Faculty and staff share educational innovations and best practices from their own work for the purposes of creating a dialog around instruction and educational practice absent an empirical burden.

Curricular Highlights

Innovative learning opportunities and educational programming continue to provide pathways to successful transfer and career outcomes for students.

OCC Provost Jennifer Berne highlighted the importance of community colleges and the deep connection with local communities during the Greater Farmington Area Chamber of Commerce's State of the Cities event on March 10. Dr. Berne discussed how OCC trains and educates the people in our communities who work as first responders, nurses, in culinary services and skilled trade areas. The State of the Cities event drew a crowd of 150 business and government representatives from the cities of Farmington and Farmington Hills.

A new transfer articulation agreement between Oakland University and Oakland Community College will create a more streamlined, cost-efficient path for students to complete associate and bachelor's degrees in graphic design. Oakland University also offers the Transfer Admission Guarantee (TAG) to Oakland Community College transfer students, helping to promote their access and baccalaureate attainment.

The PLC (Programmable Logic Controller) and Robotics Technician 14-week training program continues at the Auburn Hills campus with cohort 14 and beyond. Part of the program includes student interviews with local companies, integrating career development and opportunity for program participants.

The Logistics Technician Program continues as well, with free training in this in-demand field. Logistics professionals are more critical than ever, with supply chains and fulfillment companies delivering goods across the world in record volumes.

In February, students from nine local high schools toured OCC's Auburn Hills campus, sponsored by the Detroit Economic Club. The students explored engineering, manufacturing, and public services areas, learning about career opportunities and enjoying hands-on demos from OCC faculty.

OCC held its first juried Student Art Exhibition in April. The multidisciplinary exhibition showcased drawing, painting, photography, jewelry, sculpture, design, and ceramics of OCC art class students from the prior year.

OCC's Culinary Competition Team earned gold, silver and bronze medals at the American Culinary Federation competition on March 18.

Across, the College, 360 classrooms received upgraded tech stations, to provide more flexibility and make it easier for remote students to experience class in real time. Faculty will now be able to show students information on a projector using one of the monitors and review their lesson plan or connect to students on Zoom with the other monitor, helping to enhance the classroom experience for both student populations and course modalities. The equipment was purchased with Higher Education Emergency Relief Fund (HEERF) money.

Curriculum, Student Learning, and Evaluation

The Office of Curriculum, Student Learning, and Evaluation (CSLE) within Institutional Effectiveness works collaboratively with OCC faculty and staff to provide data and information that supports effective teaching, learning, and services for OCC students.

- **Expanded Degree Audit Summaries** of current and recent students help faculty reach out to students in an effort to increase persistence and completion. These processes use data to help faculty and program staff track and encourage student progress toward degree or transfer goal attainment. Their outreach and efforts can help students meet with counseling for guidance and complete their remaining requirements.
- **Curriculum Review** occurs on an ongoing, five-year cycle for every program, discipline, and general education outcome at OCC. Through an in-depth review of curriculum, initiatives, student outcomes, and goals, faculty and academic leadership track progress and develop actions plans for improvement.
- **Student Learning Assessment** efforts are supported by staff throughout the year. Workshops and an annual Assessment Day engage faculty in their understanding and implementation of effective assessment practices and their impact on improving student learning and success. Assessment is evolving to focus on equity in student learning outcomes, in alignment with the updated strategic plan of the Higher Learning Commission (HLC) called EVOLVE (Equity, Vision, Outcomes, Leadership & Value).
- **Student Services Evaluative Framework** includes a comprehensive, cyclical review of data and information related to student service departments at OCC. This three-year review cycle of each department guides continuous quality improvement and gives OCC staff data and information to guide decision-making and the development of improvement plans.
- An **Action Strategy Dashboard** was developed by Institutional Effectiveness that will aid the college in continuing to use data to drive improvement. This dashboard will allow all actions from any discipline, program or department to be readily available and sorted for budgetary inclusion, impact on Perkins reporting, etc. This dashboard is designed to support the completion of improvement action plans across the college.

Myriad services provide essential guidance and support for students at every step of their college journey:

Robust Student Support

OCC provides numerous scholarship and assistance opportunities to help students secure funding to attend college, including the Summer Momentum Scholarship for returning students; Chancellor's Scholarship for incoming high school students; and a variety of one-time grants, government financial aid programs and free scholarships.

- Michigan Reconnect: OCC, in partnership with the Michigan Reconnect program, offers free in-district tuition to qualifying Michigan residents at least 25 years of age who want to earn an associate degree or certificate.
- OCC Foundation Scholarships: Students can submit an application to Scholarship Universe, a scholarship-matching tool that connects students to both internal OCC Foundation scholarships as well as external scholarship opportunities.

- [Summer Momentum Scholarship:](#) This scholarship is only available to current OCC students who have completed 18+ credits between the Fall 2021 and Winter 2022 semesters. Online application deadline closes April 22, 2022.
- [FAFSA:](#) All college students are encouraged to apply for college financial aid through the U.S. Department of Education. Applying for FAFSA opens up additional opportunities for grants, scholarships and more. Students should complete the Free Application for Federal Student Aid (FAFSA) as early as possible.

 U.S. Department of Education   OCC awarded an additional $8.3 million in funding to registered students in Winter 2022 through the federal [Higher Education Emergency Relief Fund (HEERF)](#). Students who applied could receive $500 to $1,450 to help cover tuition, fees, transportation, technology, healthcare, childcare, or other related educational expenses based on their credit enrollment and financial need. This funding was designed to assist in continuing their education during the COVID-19 pandemic and does not need to be repaid. Over 81% of students applied for HERRF funding in Winter 2022 and a grand total of $21.9 million has been awarded to directly students since the fund began in May 2020.

During virtual Winter Welcome Back events, OCC students could connect and engage with the many great resources and services available at the College. Students heard from different student group leaders, learned about services available at the College, participated in trivia, and had a chance to ask questions. Some of the student organizations participating included OCC's Black Student Union, International Student Club, Phi Theta Kappa, Forensic, and Optimists Club.

The [Peer Mentoring Program](#) pilot is designed to provide a connection for [Promise Zones students](#) in their transition to the OCC community by providing support and resources to increase their success and engagement within the OCC community.
Program objectives include:
- Provide assistance and direction to students participating in Promises Zones.
- Introduce students to OCC campus resources.
- Support and encourage students to maintain a good academic standing and participate in campus activities.
- Encourage team building and leadership development among mentors.
- Identify and implement specific networking activities among peer mentors and mentees.
- Provide support and resources to help students adjust academically and socially to the campus community.

OCC's ACCESS office implemented their new digital data and communications platform, Accommodate. Accommodate is designed specifically for academic disability services departments and is used at thousands of colleges and universities nationwide. The Accommodate platform is designed to automate, simplify, and track all information related to disability accommodations. Web-accessible student and faculty interfaces will help simplify accommodation requests and notification processes.

OCC Libraries and Academic Support Centers (ASCs) offer equipment to students who do not have their own technology. Students can access technology on campus and in some cases check out equipment to use at home as well.

Leading up to the Winter semester final exams, OCC hosted a Finals Frenzy series of events to help students destress and perform their best. Activities were held both virtually and across all five campuses. This supportive programming was a collaborative effort of OCC's Student Services Deans, Counselors, Academic Support Centers, Libraries and many more.
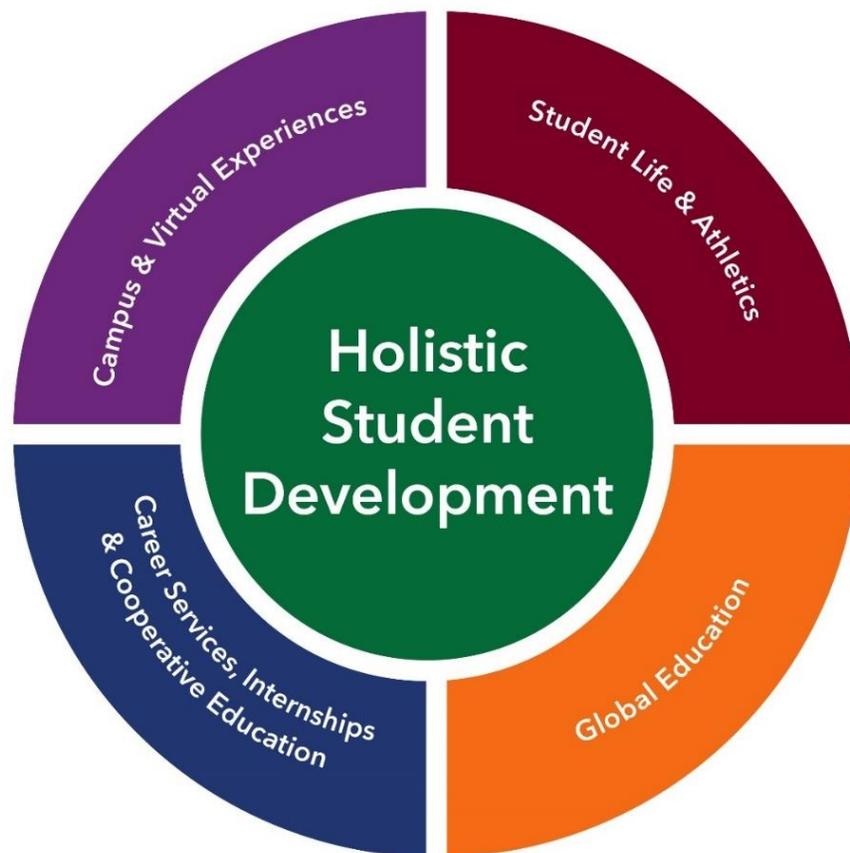
College learning and development happens both inside and outside the classroom. OCC offers opportunities for students to get involved that contribute to their intellectual, professional, social, and cultural growth. Extracurricular and experiential learning activities enrich the college experience and support student success.

In Winter 2022, two new Student Engagement Coordinator roles were created to help students connect to service, leadership, and community outside the classroom. Student Life Centers are being renovated and revitalized as places to meet, study, and socialize.

OCC's four Phi Theta Kappa (PTK) Honor Society chapters all earned 2022 National REACH Rewards. OCC's Alpha Omicron Kappa (Highland Lakes Campus), Alpha Omicron Psi (Royal Oak & Southfield Campuses), Alpha Omicron Rho (Auburn Hills Campus) and Alpha Omicron Xi (Orchard Ridge Campus) Chapters are among the 453 REACH Rewards Chapters in the nation for 2022. This recognition was awarded as a result of maintaining or increasing their membership acceptance rate to 15 percent or higher during the 2020 calendar year – an especially impressive feat during a pandemic.

Oakland Community College students looking to find their voice in politics have a new resource with IGNITE. The new chapter was founded this Winter semester by OCC alumnus Agatha Pinheiro, who is also a fellow for IGNITE, a national, non-partisan organization. The group is dedicated to building a movement of young women (and women identifying individuals) who are ready and eager to become the next generation of political leaders, organizers and policy makers. Future events and opportunities planned through the new chapter include voter registration resources, civic education and engagement, connecting with women in political power, as well as professional networking and career development.

1.3: Engage in continuous improvement through organizational analysis to nimbly respond to external opportunities and threats

- Existing data structures and planned expansion of evaluative and analytical tools will support forecasting efforts and the analysis of external opportunities and threats
- National standards for organizational excellence, such as the Baldrige Performance Excellence Program, provide a structure that the College can utilize in its self-assessment and strategies for improvement

2.1: Create transparent data infrastructure that allows for high levels of accountability and engagement from all employees

OCC's Analytical Studies Department serves as a resource for the college community, by providing accurate and timely information to a variety of stakeholders. Data, research, and analysis can support college decision-making and policy development through a variety of analytic activities, reports, and projects. The department operates as a strategic partner across the college community, promoting a culture of evidence-based decision-making and institutional improvement through collaboration and engagement.
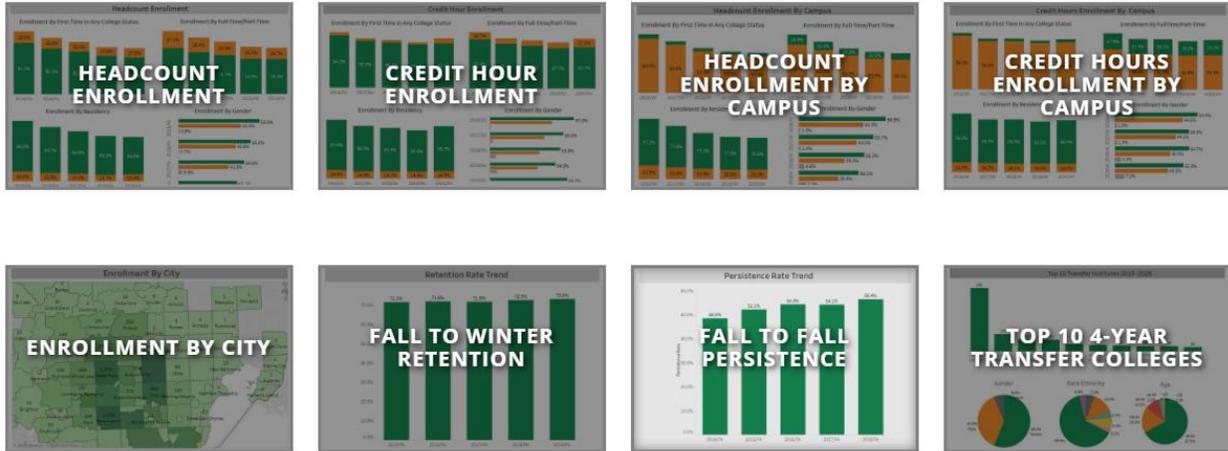

Data and Shared Goals

Shared institutional performance metrics and an ongoing use of data support continuous improvement while building transparency and trust. The rollout of several data dashboards throughout the College (such as the Student Lifecycle Data Center) provide up to date information to help identify areas for improvement, set targets, and measure the success of actions and initiatives.

Data Dashboards

After a comprehensive development process, OCC has launched a dynamic, multi-faceted, interactive data dashboard with information about the academic progress of OCC's students, as well as general enrollment data. These tools provide institutional transparency while empowering the College and community to use both current and trend data to better understand and support OCC's diverse student population. Several specialized internal dashboards are in progress, to empower OCC's administration, faculty, and staff with deeper insights to help guide continuous improvement and institutional excellence.

2.2: Promote a culture of communication, collaboration, respect, and civility

Intentional Communication Structures & Systems

Culture of Collaboration & Civility

Communication and Collaboration

Through structures and processes of clear communication, individuals and departments across the College can collaborate to build efficiency and maximize impact. Growing a culture of collaboration brings the strength of multiple viewpoints and skillsets to institutional improvement, fostering an inclusive environment that values diverse voices and perspectives.

Current strategic actions for this objective include:
- Collaborative Decision-Making Model
- Continuous Improvement of Institutional Culture

3.1: Build an integrated diversity, equity, and inclusion infrastructure to support students, staff, and community

OCC is continually strengthening and expanding its commitment to diversity, equity, inclusion, and justice (DEIJ). In the words of the College's Director of Diversity, Equity, Inclusion, and Justice, Kristina Marshall, when it comes to the work of DEIJ, "We don't just say it. We live it."

We listen - listen intently, with compassion, to understand others.

We inspire - inspire others by working together and by the examples we set.

We value- value ourselves, others and the contributions we all make, our differences and our rights to a fair society, and the integrity we show one another through our words and deeds.

We empower - empower a culture of caring, of speaking out when something's not right, a culture where all have the opportunity to be their best.

College and Campus Committees for Diversity, Equity, Inclusion & Justice continue to support initiatives, programming, policy, and practice

In January, OCC celebrated the life and dreams of Dr. Martin Luther King, Jr. at the College's Annual MLK Convocation and self-guided, educational Peace Walk for all campuses.
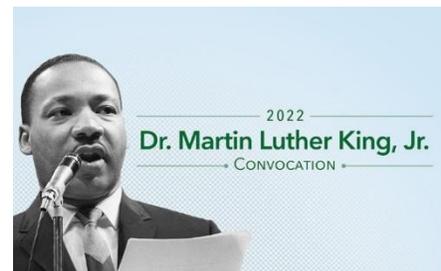
In February, OCC celebrated Black History Month with an African American Read-In, online resources highlighting the past, present and future of the Black experience in the US, and community connections to local businesses.

OCC faculty and staff discussed the background and present of Historically Black Colleges and Universities (HBCUs) and shared their teachings, insights, and pride in the 107 HBCUs across the U.S. via this seven-minute video.

In April, OCC acknowledged Diversity Month, including a focus on Understanding Ramadan, the Student Art Exhibition & Awards Reception, an event on Sexual Assault Awareness & Education, and more.

OCC also recognized the richness of its diverse community in Winter 2022 through Empowered Women, Culture Fest, and an Inaugural DEIJ Empowerment Summit. This video commemorated the summit and OCC's commitment to DEIJ.

Conclusion

Over two years since the start of the pandemic, the College has continued to evolve and adapt to meet student needs, helping to keep them on track. During this challenging time, the College has also found ways to innovate and advance in its strategic work, to increase options for students as they advance toward attaining their academic, personal, and professional goals.

Acknowledgements

Many thanks to the collaboration of numerous faculty, staff, and administrators from across OCC that contributed their insights, writing, review, and revision to this report, from its earliest stages through to the final draft. Their ongoing work and efforts help the students represented by these numbers to achieve success at OCC.

Glossary

CTE: Career and Technical Education programs provide students with core academic skills, employability skills, and technical, job-specific skills across a wide range of careers. They meet employer needs for a skilled workforce in sectors ranging from manufacturing to IT to healthcare, hospitality, and public services.

Conversion Rate: The number/percentage of admitted students that register and stay enrolled in the semester past the drop/add deadline.

Diversity: The entire range of human and cultural differences that includes, but is not limited to, race, ethnicity, gender, gender identity and expression, sexual orientation, age, socioeconomic status, veteran status, physical and cognitive ability or attributes, religious affiliation, national origin, citizenship, and political beliefs.

End of Session: Data and information based on the number of students enrolled in an entire semester and reported after a semester has ended, including late start and condensed format classes.

Enrolled: In OCC's definition within this report, an "enrolled" student registers for a course or multiple courses, then stays enrolled past the drop/add deadline, which includes submitting payment for that course.

Equity in education is when educational policies, practices, interactions, & resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships. (Fraser, 2008; Great Lakes Equity Center, 2012)

FAFSA: The Free Application for Federal Student Aid is the federal form that prospective and current students need to complete to determine their eligibility for financial aid.

FTIAC: First Time in Any College students are those with no record of prior college attendance.

Headcount: This is an unduplicated count of students, in which each student is counted once, even if enrolled in multiple courses or at more than one campus.

Inclusion: Involvement and empowerment where the inherent worth and dignity of all people is recognized. An inclusive college promotes and sustains a sense of belonging for all; it values and respects the talents, beliefs, backgrounds, and ways of living of its community members. Everyone's unique perspectives and concerns are heard and their voices truly matter.

Onboarding: The process for new students to join OCC, learn about its programs and processes, and prepare for academic success from the start. It includes admission, orientation, financial aid and placement testing as applicable, counseling, enrollment, purchasing books, etc.

Pell: The Pell Grant is the federal financial aid offered to students with the highest level of financial need. Pell eligibility can show the economic diversity among a college population and help inform support services and processes.

Persistence: In OCC's definition within this report, persistence includes students enrolled in a fall semester that also enroll in the following fall semester, minus those that successfully complete a credential or transfer to a four-year institution.

Registered: In OCC's definition within this report, a "registered" student has some registration activity of adding/dropping courses to their schedule for that semester.

Retention: In OCC's definition within this report, retention includes students enrolled in a fall semester that also enroll in the following winter semester, minus those that successfully complete a credential or transfer to a four-year institution.